**Lesson Plans for Mrs. Hanlon’s Class**

**Monday September 12, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

2**:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**8:30-9:00 Health**

**Self Concept**

**Objective:** The learner can express ways to express feelings and learn and practice effective strategies for managing stress, dealing with feelings, and resolving conflict.

**Materials:** Students textbook pages 290-319, Teacher manual page 288A-319, activity book pages 46-50, building good character 4-Poster RESPECT, Manages Stress poster 9

**Procedure:**

1. **Anticipatory Set:** Motivate activity on page 290. Each student should come up with 20 adjectives to describe themselves.
2. Read pages 2990-293 in textbook and discuss
3. Activity workbook pages 46
4. **Extension:** have student find positive quotations about being positive, taking care of oneself, or having a strong self concept. Create a poster to post in class.

**Assessment:** Activity book p46, and teacher observations

**Homework:** Complete unfinished work from lesson

**9:00-9:30 Gym**

**9:30-9:45 Teacher Read aloud and snack**

**9:45-10:00 Spelling**

**Objective**: Students will be able to increase their spelling skills by identifying the long vowel patterns in words.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 1: Nature’s Fury

**Activities**:

1. **Anticipatory Set:** Use page 105E-105F in teacher’s manual to have students find the long vowel sound. Have students write their own words and have it checked by the class.
2. Have students write out their spelling words in their notebooks. Have them checked by the teacher.
3. Allow students to work on the spelling pages 52-54 in their workbook.
4. Cut out their spelling list on put it in the take-home folder.

**Assessment**: Teacher observations and completion of independent work

**Assignment**: Complete workbook pages

**10:00-10:30 English**

**Day 3: Subjects and Predicates**

**Objective:**  For students to identify subjects and predicates in a sentence.

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** Introduce and have students create two word sentences.

2. Put the two word sentences in a chart that you have created on the board. (See TM page 36 for chart.)

**2.** Go over pages 36-37 as a whole class.

3. Complete page Worksheet page 3.

**Assessment:** Worksheet 3

**Homework:** Worksheet 3

**Writing-Journal Writing And Cursive Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**Cursive Review**

**Objective:** Review cursive basics.

**Materials:** Cursive packet

**Activities:**

1. Model Letter basics for students.
2. Allow students independent writing time.
3. Circulate and spot check for student struggles.

**Assessment:** Teacher observations and complete packet by Friday.

**Homework:** Complete unfinished work from lesson.

**10:30-11:45 Reading**

**Objective**: Students will be able to show the ability to question the information about a story. Students will also be able to use the comprehension skill finding the text organization of a story.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 1: Nature’s Fury

**Activities**:

1. **Anticipatory Set:** Have students create a list of safety rules with a partner. Share rules as a whole class.
2. Read the “Teacher Read aloud” to students found from pages 53S-T. Have students ask the class questions.
3. Build student vocabulary by studying pages 54-55 with students. (Optional: Complete Wordbook page 30)
4. Listen to the story on CD. Story is found on pages 56-75.
5. Discuss questions on page 76 as a whole class.
6. Students will begin completing pages 32: Graphic Organizer: Selection Map and page 33: Comprehension Check.

**Assessment**: Teacher observations and completion of independent work

**Assignment**: Complete workbook pages

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to understand powers and exponents.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems from divisibility and prime factorization.
3. Demonstrate powers using page 18 “Hand-On” Mini Lab
4. Use SMARTboard to go over examples on page 19.
5. Assign practice worksheet, odds.

**Assignment:** Practice Worksheet 1.4.

**Assessment:** Teacher observations and complete work and tree.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** Students will recognize that the elements are organized according to their properties in a chart called the periodic table. Students will observe that elements are classified into three classes- metals, nonmetals, and semimetals.

**Resources:**Teacher Manual: E14-E21

Student Book: E14-E21

Worksheets: Student notes- hand out,

**Activities:**

1. Begin reading “The Periodic Table” p. E14.
2. As you read as a class, have students stop and fill in skeleton notes.
3. Also, during reading stop and use discussion from teacher manual to check understanding.

**Assignment:** None

**Assessment:** Informal assessment through discussion.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Tuesday September 13, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

2**:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**8:30-9:00 Health**

**8:30 Health-Setting Goals**

**Objective:** The learner can express ways to express feelings and learn and practice effective strategies for managing stress, dealing with feelings, and resolving conflict.

**Materials:** Students textbook pages 290-319, Teacher manual page 288A-319, activity book pages 46-50, building good character 4-Poster RESPECT, Manages Stress poster 9

**Procedure:**

1. **Anticipatory Set:** Use activity on page 294.
2. Read pages 294-297 in textbook and discuss
3. Activity workbook pages 46-continue
4. Have students create a list of short term goals that they would like to accomplish in 5th grade to work towards.
5. **Extension:** have student find positive quotations about being positive, taking care of oneself, or having a strong self concept. Create a poster to post in class.

**Assessment:** Activity book p46, and teacher observations

**Homework:** Complete unfinished work from lesson.

**9:30-10:00 English**

**Day 4: Simple Subjects**

**Objective:**  For students to identify simple subjects

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** Ask for volunteers to select objects around the room. Create sentences about it. Write them on the board and underline the complete subject, then circle the simple subject.

**2.** Go over pages 38-39 as a whole class.

3. Complete page Worksheet page 4.

**Assessment:** Worksheet 4

**Homework:** Worksheet 4

**Homework:** Worksheet 3

**Writing-Journal Writing And Cursive Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**Cursive Review**

**Objective:** Review cursive basics.

**Materials:** Cursive packet

**Activities:**

1. Model Letter basics for students.
2. Allow students independent writing time.
3. Circulate and spot check for student struggles.

**Assessment:** Teacher observations and complete packet by Friday.

**Homework:** Complete unfinished work from lesson.

**10:00-10:30 Music**

**10:30-11:10 Computer Lab**

**Objective:** Students will review and develop basic skills in Microsoft Words to create a State of Wisconsin Observation Day poster.

**Materials:** Observation day information.

**Procedure:**

1. Introduce the basic appearance changes to Microsoft Word.
2. Demonstrate how to create the poster.
3. Allow students in to create the posters with a partner.

**Assessment:** Teacher observations and completed poster.

**Homework:** None.

**11:10-11:45 Reading**

**Objective**: Students will be able to show the ability to question the information about a story. Students will also be able to use the comprehension skill finding the text organization of a story. Students will develop an understanding of dictionary use and review English skills.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 1: Nature’s Fury

**Activities**:

1. **Anticipatory Set:** “Color the Storm” 53R. Students will draw and express their feelings about storms.
2. Review the story by discussing workbook pages 32-33. Focus on how on page 32 you are able to find the correct answer.
3. Discuss page 34 in workbook. Have students choose any other textbook they have, open it up and talk about how page 34 and a textbook are similar. Complete page 35 as a whole class. (Teacher’s Manual page 81A-81B)
4. Take out dictions for every student. Review how to use dictionary. Show students how to find a syllabication of words. Explain to students how to complete page 36 and 40. (Teacher’s Manual pages 81C and 81G)
5. Review with student’s conjunctions and writing compound sentences by completing pages 41 & 42 as a whole class.

**Assessment**:Teacher observations and independent work.

**Assignment**: Completed workbook pages.

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to the orders of operations.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems from divisibility and prime factorization.
3. Introduce the phrase “Please Excuse My Dear Aunt Sally” to the students.
4. Use SMARTboard to go over examples on page 24.
5. Assign practice worksheet, odds.

**Assignment:** Practice Worksheet 1.5.

**Assessment:** Teacher observations and complete worksheet.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:**Students will identify a compound as a substance made of two or more elements that are chemically combined.

**Resources:** Teacher manual p. E24-25, Student Book: E24-25

Worksheet: Lab Sheet

Batteries, wire, tape, baking soda, plastic spoon, cup, water, goggles

**Activities:**

1. Discuss Lab from previous class- demonstrate for students- go through safety notes from manual. Remind students that any behavior problems will result in them missing future lab experiments.
2. Select students to get materials from table and take back to groups.
3. Students will conduct experiment- teacher will monitor students throughout. As they complete experiment they are to record observations and complete lab sheet.
4. When experiments are completed materials must be returned.
5. Discuss as a class their observations- us p. E25 in manual to guide discussion.

**Assignment:** Complete lab sheet if needed.

**Assessment:** Students will be assessed through discussion and completion of experiment..

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Wednesday September 14, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 English**

**Day 5: Simple Predicates**

**Objective:**  For students to identify simple predicates

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** Play a game of charades and have the students ask complete predicates out. The winner is the student who can identify the simple predicate.

**2.** Go over pages 40-41 as a whole class.

3. Complete page Worksheet page 5.

**Assessment:** Worksheet 5

**Homework:** Worksheet 5

**Homework:** Worksheet 3

**Writing-Journal Writing And Cursive Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**Cursive Review**

**Objective:** Review cursive basics.

**Materials:** Cursive packet

**Activities:**

1. Model Letter basics for students.
2. Allow students independent writing time.
3. Circulate and spot check for student struggles.

**Assessment:** Teacher observations and complete packet by Friday.

**Homework:** Complete unfinished work from lesson.

**9:00-9:30 Gym**

**9:30-10:30 Art**

**10:30-10:45 Teacher Read aloud and snack**

**10:30-11:00 Writing**

**Objective:** Engage in writing process, by creating a descriptive piece of writing.

**Materials:** Descriptive Children’s Book and Prewriting packet.

**Activities:**

1. Read very descriptive children’s story to class. Brainstorm great words that the author used.
2. Explain the 2 choices of topics.
3. Allow students to think and write down their ideas.

**Assessment:** Teacher observations and complete ‘choosing a topic’ portion of their packet.

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to question the information about a story. Students will also be able to use the comprehension skill finding the text organization of a story.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 1: Nature’s Fury

* Leveled Readers:
  + White Dragon

**Activities**:

1. **Anticipatory Set:** Explain the ‘hanlon dollars’, reading bags and connect four game boards.
2. Allow students to choose which activity they want to do and teacher’s will monitor student progress.
3. Conclude with checking the comprehension and skills worksheet.

**Assessment**:Teacher observations and independent work.

**Assignment**: Completed workbook pages.

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to the orders of operations.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems from order of operations.
3. Review the phrase “Please Excuse My Dear Aunt Sally” to the students.
4. Use SMARTboard to go over examples on page 27.
5. Assign practice worksheet, evens.
6. For students needing extra challenge, hand out 1.5 Problem Solving/Enrichment.

**Assignment:** Practice Worksheet 1.5.

**Assessment:** Teacher observations and complete worksheet.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:**Students will identify a compound. Students will state that two or more elements can combine to form a compound and that compounds have different properties.

**Resources:** Teacher manual p. E26-E33, Student Book: E26-33

Worksheet: Skeleton notes, Study Guide worksheet A

**Activities:**

1. Review what students learned from experiment yesterday.
2. Begin reading p. E26-33 as a class. During discussion students should complete skeleton notes- these notes are to be kept and used for studying.
3. Use “Pressed for Time” components on pages to reiterate the main idea of each section.
4. Fill in chapter concept map that they have.
5. Assign worksheet Study Guide A

**Assignment:** Study Guide A

**Assessment:** Students will be assessed through discussion and independent completion of worksheet.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Thursday September 15, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:10 Computer Lab**

**Objective:** Students will review basic typing skills.

**Materials:** Type to Learn

**Procedure:**

1. Students will enter ‘Type to Learn’ and strengthen typing skills.

**Assessment:** Teacher observations

**Homework:** None

**9:15-10:00 LMC—mrs. dickenson has lab time**

**10:00-10:10 Teacher Read aloud and snack**

**10:00-10:30 English**

**Day 6: Subjects in the Imperatives**

**Objective:**  For students to identify the subject in the imperatives

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** Have students use imperative sentences to explain how to do something, such as origami or play a musical instrument. Read the directions. Explain that these are imperative sentences.

**2.** Go over pages 42-43 as a whole class.

3. Complete page Worksheet page 6.

**Assessment:** Worksheet 6

**Homework:** Worksheet 6

**10:30-11:00 Writing**

**Objective:** Engage in writing process, by creating a descriptive piece of writing.

**Materials:** Descriptive Children’s Book and Prewriting packet.

**Activities:**

1. Read very descriptive children’s story to class. Brainstorm great words that the author used.
2. Students will conference with a partner to determine their topic.
3. Finish description portion of the details.

**Assessment:** Teacher observations and complete ‘choosing a topic’ portion of their packet.

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to question the information about a story. Students will also be able to use the comprehension skill finding the text organization of a story.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 1: Nature’s Fury

* Leveled Readers:
  + White Dragon

**Activities**:

1. **Anticipatory Set:** Explain the ‘hanlon dollars’, reading bags and connect four game boards.
2. Allow students to choose which activity they want to do and teacher’s will monitor student progress.
3. Conclude with checking the comprehension and skills worksheet.

**Assessment**:Teacher observations and independent work.

**Assignment**: Completed workbook pages.

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to use algebra and understand using variables and expressions.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems.
3. Use SMART board to go over examples on page 28-29.
4. Assign practice worksheet, evens.
5. For students needing extra challenge, hand out 1.6 Problem Solving/Enrichment.

**Assignment:** Practice Worksheet 1.6.

**Assessment:** Teacher observations and complete worksheet.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:**Students will observe that the physical properties of a material can be recognized or measured without changing the kind of matter making up the material.

Students will identify physical properties of matter such as density, melting point, etc.

**Resources:** Teacher manual p. E42-47, Student Book: E42-47

Worksheet: Study Guide Worksheet

Chapter Concept worksheet

**Activities:**

1. Read together p. E42-47. As students read, stop in order to fill out skeleton notes.
2. Stop throughout reading and use questions in manual to help guide understanding and lead a large group discussion.

**Assignment:** Study Guide A

**Assessment:** Students will be assessed through discussion and independent completion of study guide to assess understanding of concepts.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

# Friday September 16, 2011

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 Music**

**9:00-9:30 Gym**

**9:30-9:50 Teacher Read aloud and Snack**

**9:50-10:10 Spelling**

**Objective:** Assess learner’s mastery of weekly spelling words.

**Materials:** Spello Game board

**Procedure:**

1. **Anticipatory Set:** Play ‘sparkle’ to review
2. Give students test
3. Have student play ‘Spello’ to correct test.

**Assessment:** Test

**Homework: None**

**10:10-10:30 English**

**Day 7: Conjunctions**

**Objective:**  For students to identify the four kinds of sentences

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** As a whole class write a short story on the board. Don’t use any conjunctions the first time. Then reread it with only ANDS, Then only OR, and final only with Buts.

**2.** Go over pages 44-45 as a whole class.

3. Complete page Worksheet page 7.

**Assessment:** Worksheet 7

**Homework:** Worksheet 7

**10:30-11:00 Writing**

**Objective:** Engage in writing process, by creating a descriptive piece of writing.

**Materials:** Descriptive Children’s Book and Prewriting packet.

**Activities:**

1. Read very descriptive children’s story to class. Brainstorm great words that the author used.
2. Continue writing from previous days.

**Assessment:** Teacher observations and complete ‘choosing a topic’ portion of their packet.

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to question the information about a story. Students will also be able to use the comprehension skill finding the text organization of a story.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 1: Nature’s Fury, Week 2 Skills Test

Leveled Readers:

* + White Dragon
  + Hurricane Opal
  + Benjamin Franklin

**Activities**:

1. **Anticipatory Set:** Have students share their weather reports.
2. Meet with any other groups that are needed. Students that are not meeting in the small group can either choose another reader or work on the challenge activity.
3. Allow for students to take the Week 2 Weekly Skills Test

**Assessment**:Weekly Skills Test

**Assignment**: Independent Reading

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to use algebra to solve equations.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems.
3. Review 4 steps to solving a problem. .
4. Assign partners to a problem on page 33. Groups need to use the whiteboards to write out and explain the four steps to the process.

**Assignment:** Practice Worksheet 1.7.

**Assessment:** Teacher observations and complete worksheet.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** Students will compare and contrast physical and chemical changes..

**Resources:** Teacher Manual EE52-57

Student Book E52-57

Transparency:

Worksheets: Study Guide, Comparison Sheet to compare chemical and physical changes, Skeleton notes for lesson

**Activities:**

1. Begin reading pages E52-57- Physical and Chemical Changes.
2. As students read, they should fill out skeleton notes as a class- each student has his or her own copy.
3. Throughout reading use questions in the manual to guide comprehension and lead discussion.
4. Assign Study Guide A as homework.

**Assignment:** Study Guide A for Lesson

**Assessment:** Students will be assessed through discussion and independent practice.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.